DOCUMENT RESUME

ED 277 857 CE 046 094

AUTHOR Davis, Scott R.
TITLE Guidelines for Vocational Special Needs. Implementing Special Needs Provisions of the Carl D. Perkins Act (P.L. 98-524).
INSTITUTION Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.
PUB DATE 87
NOTE 55p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Ancillary School Services; *Disabilities; *Disadvantaged; Educational Legislation; Eligibility; *Federal Legislation; Guidelines; Postsecondary Education; Prevocational Education; *Program Implementation; Proposal Writing; Secondary Education; *Vocational Education; Vocational Evaluation
IDENTIFIERS *Carl D Perkins Vocational Education Act 1984; *Special Needs Students

ABSTRACT

This booklet is designed to assist teachers, administrators, and policymakers in the implementation of the Carl D. Perkins Vocational Education Act of 1984. Section I contains the sections of the Act that deal specifically with the handicapped and disadvantaged: Title II, Part A, Section 201--Uses of Funds, Section 203--State Allocation, and Section 204--Criteria for Services. Each section is interpreted. Section II sets forth the population criteria for handicapped and disadvantaged students. Section III addresses implementation. Examples of supplemental services that may be provided are listed. The purposes and types of vocational assessment are then considered. Prevocational programs are briefly discussed, and other types of services are suggested, including summer activities, purchase of modern equipment, transitional services, and outreach for equal access. Sections IV and V provide the matching requirements and guidelines for proposal writing of handicapped, disadvantaged, and individualized education programs. Appendixes, amounting to approximately one-half of the booklet, include special needs provisions of the Perkins Act, application proposal guidelines for Title II, Part A--Special Needs of the Act, guidelines for vocational assessment of the disadvantaged and handicapped, and guidelines for the "Equal Access" provisions of Section 401.101(a) of the Act. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED277857

GUIDELINES

for

VOCATIONAL SPECIAL NEEDS

IMPLEMENTING SPECIAL NEEDS PROVISIONS
OF THE
CARL D. PERKINS ACT
(P.L. 98-524)

VERMONT DEPARTMENT OF EDUCATION
DIVISION OF ADULT & VOCATIONAL-TECHNICAL EDUCATION

CE046094

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Davis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VOTEC
VERMONT VOCATIONAL-TECHNICAL EDUCATION

1987

BEST COPY AVAILABLE

BEST COPY AVAILABLE

FOREWORD

The Vermont Department of Education, Division of Adult and Vocational-Technical Education, is committed to providing equal access to handicapped and disadvantaged students in vocational education programs. This booklet has been designed to assist teachers, administrators, and policymakers in the implementation of the Carl D. Perkins Vocational Education Act of 1984.

The Vermont Department of Education insures equal employment, education opportunities, and affirmative action regardless of race, color, creed, handicap, national origin, or sex in compliance with federal and state laws.

Implementing the Carl D. Perkins Act
(P.L. 98-524)
Set-Asides: 10% for Handicapped
22% for Disadvantaged

Vermont Department of Education
Division of Adult and Vocational-Technical Education

STATE OF VERMONT

DEPARTMENT OF EDUCATION

MONTPELIER, VERMONT

GOVERNOR - MADELEINE M. KUNIN

STATE BOARD OF EDUCATION

Martha H. O'Connor, Chairman.....Brattleboro

Thomas P. Whalen, Vice-Chairman.....Manchester Center

Patricia A. Barr.....Bennington

Barbara M. Forest.....Castleton

Robert S. Gillette.....Montpelier

Norma M. Roth.....Burlington

Louise R. Swainbank.....St. Johnsbury

COMMISSIONER OF EDUCATION

Stephen S. Kaagan

DEPUTY COMMISSIONER OF EDUCATION

James G. Lengel

DIRECTOR OF ADULT & VOCATIONAL-TECHNICAL EDUCATION

Gerard A. Asselin

ACKNOWLEDGEMENTS

This booklet was developed by the Vermont Department of Education, Division of Adult and Vocational-Technical Education. Scott Davis, Consultant for Vocational Special Needs, prepared the booklet to provide leadership to the local education agencies.

Special appreciation is extended to the Pennsylvania Department of Education, Bureau of Vocational and Adult Education, Division of Program Operations, Special Vocational Programs Section, for allowing Vermont to use selected parts of their handbook entitled "Implementing the Carl D. Perkins Act (P.L. 98-524)." Special appreciation is also given to Annette Gilman, Typist in the Vermont Department of Education, for the typing of this manuscript.

TABLE OF CONTENTS

		Page
I.	FEDERAL REQUIREMENTS	1
	A. Section 201 - Uses of Funds	1
	B. Section 203 - State Allocation	2
	C. Section 204 - Criteria for Services	4
II.	POPULATION CRITERIA	7
	A. Handicapped	7
	B. Disadvantaged	8
III.	IMPLEMENTATION	9
	A. Supplemental Services	10
	B. Vocational Assessment	14
	C. Prevocational Programs	16
	D. Other Services	17
IV.	MATCHING REQUIREMENTS	19
V.	GUIDELINES FOR PROPOSAL WRITING OF HANDICAPPED, DISADVANTAGED, AND IEP PROGRAMS	20

APPENDIX A. Special Needs Provisions of the Carl Perkins Act, P.L. 98-524

APPENDIX B. Application Proposal Guidelines for Title II, Part A - Special Needs of P.L. 98-524

APPENDIX C. Guidelines for Vocational Assessment of the Disadvantaged and Handicapped (Section 401.101)

APPENDIX D. Guidelines for The "Equal Access" Provisions of Sections 401.101(a) of the Carl Perkins Act (i.e., "Providing Information")

I. FEDERAL REQUIREMENTS

The Carl D. Perkins Vocational Education Act continues federal assistance for vocational education through Fiscal Year 1989. The Act is intended to make vocational education programs accessible to all persons, including the handicapped and disadvantaged. The sections of the Act that deal specifically with this special population are as follows:

TITLE II - BASIC STATE GRANTS FOR VOCATIONAL EDUCATION
Part A - Vocational Education Opportunities

A. Section 201 - Uses of Funds

"Section 201. (a) From the portion of the allotment of each State under Section 101 available for this part, each state shall provide vocational education services and activities designed to meet the special needs of groups of individuals specified in subsection (b).

(b) To meet the needs identified in the State plan, each State shall use the portion of its allotment available for this part in any fiscal year to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of--

(1) handicapped individuals;
(2) disadvantaged;

(c) (1) Each State shall use the portion of its allotment available for this part in any fiscal year for handicapped individuals only for the Federal share of expenditures limited to supplemental or additional staff, equipment, materials and services not provided to other individuals in vocational education that are essential for handicapped individuals to participate in vocational education. If the conditions of handicapped students require a separate program, each State may use such funds for the Federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average per-pupil expenditures for regular services and activities of the eligible recipient.

(2) Each State shall use the portion of its allotment available for this part in any fiscal year for disadvantaged individuals only for the Federal share of expenditures limited to supplemental or individuals in vocational education that are essential for disadvantaged individuals to participate in vocational education. If the conditions of disadvantaged individuals require a separate program, each State may use such funds for the Federal share of the costs of the services and

disadvantaged individuals which exceed the average per-pupil expenditures for regular services and activities of the eligible recipient.

(d) (1) Each State may use the portion of its allotment available for this part for any fiscal year for the improvement of vocational education to disadvantaged individuals, the costs of services and activities which apply the subject to the provisions of paragraph (2), the acquisition of modern machinery and tools.

(2) Funds available to each recipient under this part for the disadvantaged may be expended for the acquisition of modern machinery and tools in schools at which at least 75 percent of the students enrolled are economically disadvantaged."

INTERPRETATION

The Carl D. Perkins Act mandates that a portion of the State's allotment be used to provide vocational education services and activities to meet the special needs of handicapped and disadvantaged individuals. These funds can only be used for supplemental or additional staff, equipment, materials and services that are essential for the handicapped and/or disadvantaged to participate and succeed in vocational education. To be considered supplemental or additional, the expenditures must be for vocational education services that are needed beyond what is regularly provided for all students. If required separate vocational education programs are held, the LEA may use these funds only for the costs of services and activities which exceed the average per-pupil expenditures for regular services and activities of the eligible recipient.

When serving the disadvantaged, funds may be used for the cost of services and activities which apply the latest technological advances of instruction. Also, they may be expended for the acquisition of modern machinery and tools in schools at which at least 75 percent of the students enrolled are economically disadvantaged.

B. Section 203 - State Allocation

"Section 203. (a)(1)(A). The State board shall allocate the 10 percent of the amount allotted to the State and available for this title for vocational education services and activities for the handicapped to eligible recipients in accordance with the provisions of this paragraph.

Section 203. (a)(2)(A). The State board shall allocate the 22 percent of the amount allotted to the State and available for this title for vocational education services and activities for the disadvantaged to eligible recipients in accordance with the provisions of this paragraph."

INTERPRETATION

1. Allocations for each LEA for handicapped and disadvantaged (including limited English proficiency) students will be based on the enrollment of such students, as well as the number of low income students for the preceding fiscal year.

   Allocations are based on formula calculations. Half of the available funds for either the 10% handicapped or 22% disadvantaged set-asides is based on enrollment of disadvantaged or handicapped students in vocational programs. The other half of available funds is based on numbers of economically disadvantaged students enrolled in the catchment area of the eligible recipient.

   Federal vocational education funds designed for handicapped and/or disadvantaged students enrolled in vocational education must be matched by State and/or local funds (see Section IV, Matching Requirements).

2. Each LEA will make an effort to involve community-based organizations (CBO's) of demonstrated effectiveness to carry out projects if:

   a. there is an absence of sufficient vocational education facilities.

   b. vocational education programs do not adequately address the needs of the handicapped and/or disadvantaged student.

   c. the eligible recipient determines that the CBO can better serve the student.

3. For those eligible recipients with LEP students, funds for LEP students will be reserved from the 22% set-aside in at least the same proportion as funds reserved for the other disadvantaged students. These funds are to used for supplemental services required for LEP students. If additional and supplementary services for LEP students are

not required above and beyond existing services, then funds reserved for LEP students may be utilized for services for any disadvantaged student whether LEP or not upon notification of intent by the LEA.

C. Section 204 - Criteria for Services and Activities for the Handicapped and for the Disadvantaged

"Section 204. (a). The State board shall, with respect to that portion of allotment distributed in accordance with Section 203 (a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide assurances that--

(1) equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities.

(2) equal access will be provided to handicapped and disadvantaged individuals to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs; and

(3) (A) vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under Section 612(4) and Section 614(a)(5) of such Act; and

(B) vocational education planning for handicapped individuals will be coordinated between appropriate education and special education.

(b) Each local educational agency shall, with respect to that portion of the allotment distributed in accordance with Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals, provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the

grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs.

(c) Each student who enrolls in vocational education programs and to whom subsection (b) applies will receive--

(1) assessment of the interest, abilities, and special needs of such student with respect to completing successfully the vocational education program;

(2) special services, including adaptation of curriculum, instruction, equipment and facilities, designed to meet the needs described in clause (1);

(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities."

INTERPRETATION

The Rehabilitation Act of 1973 is the nation's first law to protect the civil rights of handicapped persons. The basic requirement incorporated in the Regulations (Section 504) are that handicapped persons, regardless of the nature or severity of handicap, be provided a free, appropriate public education in the most integrated setting compatible with the handicapped person's needs. To fulfill the law, educational agencies must identify and locate unserved handicapped children, improve evaluation procedures to avoid the inappropriate education that results from misclassification, and must establish procedural safeguards to enable parents and guardians to participate in decisions regarding evaluation and placement (U.S. Office of Civil Rights, August 1978).

The Carl D. Perkins Act reinforces Section 504 of the Rehabilitation Act for the handicapped and broadens the scope to include disadvantaged individuals. The following assurances are required:

1. Handicapped and disadvantaged individuals will receive equal access in recruitment, enrollment, and placement activities.

2. Handicapped and disadvantaged students must have equal access to the entire scope of occupational vocational programs that are available to the nonhandicapped and nondisadvantaged student. Work experience, cooperative education, and apprenticeship programs, as well as the regular courses of study, must be provided on an equal basis.

3. Education of the Handicapped Act (Section 613) mandates that vocational education for handicapped individuals must be provided in the least restrictive environment and, whenever appropriate, (Section 612) be included as a component of the Individual Education Plan (IEP). Appropriate representatives of vocational education and special education must coordinately plan the IEP.

4. Each LEA must inform handicapped and disadvantaged students and their parents of the opportunities available in vocational education, and the eligibility requirements for enrollment in said programs at least one year before students may enter. Notification must occur no later than the beginning of ninth grade, i.e., by January 1 of the ninth grade.

5. Each handicapped or disadvantaged student who enrolls in vocational education programs shall receive on a <u>continual basis</u>:

   a. assessment of the interest, abilities, and special needs of such student with respect to successfully completing the program;

   b. special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet specific student needs as determined by assessment;

   c. guidance and career development activities conducted by professionally trained counselors; and

   d. transitional services from school to post-school employment and career opportunities.

II. POPULATION CRITERIA

To insure proper expenditure of the allocated handicapped and disadvantaged funds under the Carl D. Perkins Act, certain criteria must be met. The primary mandates are that the handicapped and/or disadvantaged student requires special services and assistance in order to enable them to succeed in vocational education programs and the correct identification of students with special needs by each local education agency.

Students who are eligible for approved program activities and services include the following:

A. Handicapped students are those individuals who have previously received comprehensive evaluations under the auspices of a Basic Staffing Team, met eligibility standards of the Division of Special Education, and are in need of special education (reference: Sections 2362, 2362.1, 2362.2, 2364.1 regulations of 16 VSA Chapter 101). These students are those who are (reference: regulations for P.L. 94-142, Section 121a.5):

1. Mentally Retarded: Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

2. Specific Learning Disability: Disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or an environmental, cultural, or economic disadvantage.

3. Speech Impaired: Communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

4. Orthopedically Impaired: Severe orthopedic impairment which adversely affects a child's educational performance.

5. Other Health Impaired: Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

6. Visually Impaired: Visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

7. Seriously Emotionally Disturbed: A condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

8. Hard of Hearing: Hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

9. Deaf: Hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

B. Disadvantaged students are those who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The population to be served by special needs programs in Vermont's vocational centers include:

1. Educationally disadvantaged students are individuals who meet one or more of the following indicators of a low achiever:

   a. Scores below the 25th percentile on standardized achievement or aptitude tests,

   b. Whose secondary grades are below a passing of C (2.0), or

   c. Fails to attain minimal academic competencies in relation to vocational programs as determined by valid objective assessment procedures.

2. Disadvantaged students who are served in vocational special needs programs must be prioritized by (a) a referral process, (b) grades, and (c) valid objective assessment procedures. Procedures for identification of disadvantaged students and services given must be included as part of the yearly grant application, and developed by each LEA receiving funds.

3. Limited English Proficient (LEP) students are members of a national origin minority who have difficulty understanding the English language. These individuals, because of the lack of English communication skills, do not benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include:

   a. individuals who were not born in the United States or whose native tongue is a language other than English, and

   b. individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language.

III. IMPLEMENTATION

Set-aside funds must be used to help pay the vocational costs of supplemental or additional staff, equipment, services or materials needed to provide quality vocational education opportunities for handicapped and disadvantaged, including the limited English proficiency students, that

is not provided to other students enrolled in vocational education. Local education agencies need to develop vocational delivery systems that will provide support services DIRECTLY related to the vocational education programs in which the special needs students are enrolled.

A. Supplemental Services

Supplemental, when used to describe services related to vocational education for the handicapped or disadvantaged, is defined as any vocational service or activity that is not provided for nonhandicapped or nondisadvantaged students and is essential to enhance the handicapped and disadvantaged student's opportunity to successfully complete their vocational education program.

The handicapped and disadvantaged population must receive the full range of programs, services, and activities available to nonhandicapped and nondisadvantaged vocational students and to nonvocational handicapped and disadvantaged students. Once this has occurred, then federal "set-aside" funds may be used for additional vocational sources solely for handicapped and disadvantaged enrolled in vocational education programs.

The following are examples of the types of services or activities that may be provided:

1. Modifications and Adaptations of Curriculum and Materials - required to enable the special needs population to succeed in regular vocational education programs.

    a. Development of competency-based materials related to specific vocational requirements to meet the needs of the handicapped and disadvantaged.

    b. Specially designed workbooks, textbooks, computer programs, and other instructional materials.

    c. Task analysis of occupations to identify possible modifications in curriculum, instruction, and materials.

    d. Development and purchase of curriculum materials that are written on lower reading levels.

e. Development of materials that are consistent with the student's learning style.

f. Written instruction in braille.

g. Large print materials.

h. Printed rather than verbal instructions for the hard-of-hearing.

2. Equipment Modification in the Vocational Laboratory - required for the handicapped and disadvantaged to successfully complete their vocational education program.

a. Signals which use sound rather than sight for the visually impaired.

b. Signals which use sight rather than sound for the hearing impaired.

c. Special safety devices, such as guardrails, around moving parts of machinery.

d. Sensory devices.

e. Sound amplification devices.

f. note-taking systems.

g. Teletypewriter.

h. Adaptation of regular equipment, such as hand controls, added to machines usually operated by foot control or vice versa.

i. Special desks and work tables for students in wheelchairs.

3. Specialized Equipment - required for the successful participation of handicapped and disadvantaged students in vocational education programs. Specialized equipment must be determined by an assessment of the student's special needs.

4. Additional Outreach Activities - designed to recruit potential employers and to develop community participation and support, including business and industry for the special needs population.

a. Announcement through posters, flyers, brochures and other written presentations.

b. Speaking engagements with community groups, including business, labor, special agencies, and service organizations.

5. Additional Assessment Service - required to assess the interests, abilities, and special needs of the handicapped and disadvantaged student that is not provided for other nonhandicapped or non-disadvantaged students.

   a. Special analysis of academic records of students.

   b. Special educational testing to determine academic level, interest, abilities, special vocational needs, and their potential for success in a vocational program and job placement.

   c. Special counseling services associated with the assessment process.

   d. Assessment and evaluation instruments.

   e. Preparation of diagnostic and evaluation tools.

6. Specialized Guidance, Counseling, and Career Development Activities - including recruitment, referral, and follow-up.

   a. Additional individual counseling conducted by professionally trained counselors to assist in an individual's growth, adjustment, problem-solving, and decision making.

   b. Occupational and educational counseling to identify the opportunities available and to assist in career skills.

   c. Placement and follow-up to assist in scheduling the appropriate classes and then later reviewing the effectiveness of those classes.

   d. Special activities designed to bridge the transition from secondary to postsecondary education or employment.

e. Additional activities associated with the development of the student's career development plan.

f. Special counseling services to improve work habits, attitudes, and self-concept.

g. Additional activities associated with the assessment process.

h. Additional counseling services related to attendance, substance abuse, or home problems if these problems are directly related to the individual's ability to succeed in the vocational education program.

7. Additional Job Placement Services -

a. Coordination of cooperative experience in conjunction with regular vocational programs (if the vocational program does not have a cooperative education component).

b. Additional placement and follow-up services for students who have successfully completed vocational programs.

c. Special coordination of apprenticeship activities for special needs students.

8. Remedial Services - designed and directly related to the vocational education program in which the special needs students are enrolled.

a. Additional technical skills remediation.

b. Special vocational skills remediation directly related to the vocational program and necessary in order for the special needs students to successfully complete vocational education training. (General remedial skills in reading, math, etc. are not fundable with federal vocational funds.)

c. Additional instruction in occupationally specific courses via extension of the school day, week, or year.

9. Staff Development - required to prepare certified vocational education personnel to work with disadvantaged or handicapped students.

a. Special inservice training programs for vocational teachers and counselors related to understanding and providing vocational education programs and services for the special needs students.

10. Additional Staff - required to implement the above supplemental services.

11. Special Programs - Separate vocational programs provided to handicapped and/or disadvantaged who cannot succeed in a regular vocational program, even with additional or supplemental services, are partially fundable with federal set-aside funds.

The costs that exceed the per pupil cost for a comparable vocational program for nonhandicapped and nondisadvantaged students may be supported with federal funds. (Similar costs of the regular and the separate programs must be used to determine per-pupil cost of each program.)

*E.G., If the per pupil costs of a separate vocational program is $2,500 and the per pupil cost of a regular vocational program is $1,500, then the additional per pupil cost of a separate vocational program is 1,000 eligible for the special needs set-asides.

B. Vocational Assessment

All disadvantaged and handicapped students enrolled in vocational education shall receive assessment of their interests, abilities, and special needs to enhance their successfully completing their vocational education program. However, in order to facilitate the placement of handicapped or disadvantaged students in the most appropriate vocational program, assessment services may be made available for special needs students considering enrollment in a vocational program before enrollment actually occurs.

*Disadvantaged and handicapped students not enrolled in vocational education are generally not eligible for vocational assessment services funded with disadvantaged or handicapped allocations.

Vocational assessment for the handicapped and disadvantaged may be supported with federal funds after the students have been enrolled in a vocational education program. Enrollment is defined as the time when the student has been selected. The local educational agency must develop a process to do periodic vocational assessment of all disadvantaged and handicapped students while enrolled in vocational education programs.

1. The purpose of vocational assessment for students enrolled in vocational education is to:

    a. Validate the proper vocational education placement.

    b. Provide an understanding of the student's needs and abilities to assist his/her opportunity to successfully complete his/her vocational education training program.

    c. Identify appropriate teaching techniques and needed supplemental support services.

    d. Identify realistic, obtainable vocational skills.

    e. Provide the student with vocational information and feedback concerning abilities so a proper transitional plan is implemented.

    f. Suggest appropriate job placement.

2. Vocational assessment may include, but not be limited to, the following activities:

    a. Interests as documented through career counseling activities.

    b. Records of counseling sessions.

    c. Standardized tests scores where math and reading grade levels are indicated.

    d. Results of vocational aptitude testing.

    e. Teacher-made and administered tests.

    g. An analysis of needed curriculum, equipment, and facility adaptations.

    h. Commercially or locally prepared assessment instruments.

3. Vocational assessment should include all of the following components which can be obtained by a variety of formal and informal methods:

   a. Interest survey.

   b. Assessment of abilities.

      (1) Academic level.

      (2) Vocational aptitudes (hands-on dexterity, coordination, form perception, and spatial relations).

   c. Assessment of learning styles.

   d. Special needs.

      (1) curriculum adaptation

      (2) equipment and facility adaptations

      (3) remedial vocational skill instruction

      (4) special counseling

      (5) additional and/or individualized instruction

C. <u>Prevocational Programs</u>

Prevocational programs and activities including industrial arts, consumer and homemaking, and awareness courses, provided to the "regular" students should be accessible to the disadvantaged and handicapped students.

If disadvantaged and/or handicapped students need a separate prevocational program, federal set-aside dollars may be used to pay additional costs (cost per student that exceeds the average per-pupil expenditure of a comparative program for "regular" students). The comparative programs for separate prevocational programs for special needs students are the industrial arts or the consumer and homemaking, whichever is more similar.

Like costs in the separate and comparative programs must be used to calculate the additional cost per student to determine amount fundable with federal set-aside dollars.

D. Other Services

1. Summer Activities

Activities conducted during the summer may be eligible for funding if services are provided in accordance with the definition of vocational supplemental and/or additional services.

Some activities fundable are:

a. Additional vocational training to enhance the special needs students to successfully complete their vocational education program for those who are mainstreamed in regular vocational programs during the school year.

b. Special cooperative education experiences not provided to other students for special needs students who are mainstreamed in regular vocational education programs during the school year.

c. Special counseling services to special needs students enrolled in vocational education programs.

d. Special vocational assessment services provided to special needs students enrolled in vocational education.

e. Special job placement services for special needs students enrolled in vocational education.

f. Special vocational remedial services for special needs students who did not achieve minimum competencies.

2. Purchase of Modern Equipment

Disadvantaged funds may be used to purchase modern equipment for vocational programs of which seventy-five (75) percent or more of a student body in a school district is identified as economically disadvantaged. "Modern equipment" means equipment which is state-of-the-art technology used in business and industry.

3. Transitional Services

The handicapped and disadvantaged students enrolled in vocational education must receive counseling services to facilitate the transition from school to post-employment. If these are additional services (not provided to non-handicapped or nondisadvantaged enrolled in vocational education programs or to handicapped and disadvantaged not enrolled in vocational education programs), then federal funds may be used to support these activities.

Transition means a carefully planned process encompassing broad services and experiences that lead to sustained employment. Some transitional services may be:

a. Job development to identify the potential sources of employment and to encourage employers to hire the handicapped and/or disadvantaged student.

b. Job placement to find openings and announce their availability.

c. Job follow-up to support further career development activities after the student is employed.

d. Classroom activities addressing employability competencies.

4. Outreach for Equal Access

The Carl Perkins Act requires equal access to the handicapped and disadvantaged students to the full range of vocational education programs.

All handicapped and disadvantaged students and their parents must be informed of all vocational education programs and the eligibility requirements for enrollment at least one year before the students enter vocational education, but no later than the beginning of ninth grade.

Notifications to students and their parents may be conducted in conjunction with the local education agency's effort to meet the civil rights guidelines. This includes public notifications using

various media to be able to contact all types of handicapped and disadvantaged including the blind, deaf, and limited English proficiency students and parents. Other strategies may include conferences with parents and students, special presentations at Parent-Teacher Association meetings, etc.

Some services include:

a. Special activities designed to recruit the handicapped and disadvantaged students for participation in vocational education programs.

b. Notification to parents and students regarding vocational education program offerings and eligibility requirements.

c. Special orientation sessions for parents and students.

d. Individual conferences with parents and students.

e. Special vocational program placement activities.

f. Special assessment services to determine special occupational training for handicapped and disadvantaged students.

IV. MATCHING REQUIREMENTS

The requirements of the Regulations of the Carl Perkins Act requires a match to obtain funding from the disadvantaged and handicapped set-aside. Section 401.97 states that the state shall provide a 50/50 match from local and state sources for this funding.

Vermont is able to match the 10% handicapped set-aside funds from state resources utilized in Diversified Occupations programs. However, match for the 22% disadvantaged set-aside must be clearly identified from both state and local sources.

The match for federal disadvantaged funding used for supplemental services to enable disadvantaged students to succeed in regular vocational programming must come from programs with similar types of activities. If additional staff are hired and funded locally to provide services similar to the vocational special needs teacher, then all expenses incurred by those teaching staff may be included as part of the match.

The allowable expenditures for the disadvantaged match include direct as well as "in-kind" contributions. Expenditures may include but not be necessarily limited to:

- office and classroom supplies
- instructional materials and supplies
- duplicating expenditures
- staff salaries and benefits
- substitute teachers
- assessment service
- heat and lights
- custodial services
- office and classroom space
- tuition reimbursement for resource teachers
- travel and conferences for resource teachers

Grant applications must show any available sources of match for the disadvantaged set-aside when applying for these funds. All sources should be documented, even though they may exceed the grant request, as excess match dollars will become part of the total match source the state can provide. Match may be from special programs provided they are providing a similar type of allowable service as the Vocational Special Needs Programs.

V. GUIDELINES FOR PROPOSAL WRITING OF HANDICAPPED, DISADVANTAGED, AND IEP PROGRAMS

The applications for handicapped and/or disadvantaged allocations must meet the State guidelines both in format and content, and adhere to all federal mandates as governed by the Carl D. Perkins Act. To assist in the preparations of proposals, please carefully read the Application Proposal Guidelines for Title II, Part A.

Even though each LEA is eligible for a designated allocation, the applications submitted must be in compliance with the intent of the Act which is to make vocational education programs accessible to all persons, including the handicapped and disadvantaged.

This purpose can be accomplished by:

1. Assuring that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, and

2. Utilizing a full range of supportive services, special programs, and guidance and placement.

In all cases when meeting the special needs of the handicapped and disadvantaged individuals, these funds can only be used for supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for the handicapped and/or disadvantaged to participate and succeed in vocational education.

Each application for the use of funds should be sent to the Grants Control Desk of the Department of Education.

Local education agencies and postsecondary training institutions are encouraged to subcontract with community-based organizations, private-for-profit postsecondary institutions, and employers of demonstrated effectiveness to carry out projects in areas of Vermont in which:

1. There is an absence of sufficient vocational education facilities,

2. Vocational education programs do not adequately address the needs of disadvantaged students, or

3. The eligible recipient determines that the subcontract agency can better serve the students.

Proposals must be totally free of any and all materials that are or may be construed as being sex biased, sex discriminatory or sex sterotyped.

APPENDIX A

Special Needs Provisions of the Carl Perkins Act P.L. 98-524

SPECIAL NEEDS PROVISIONS
OF THE
CARL PERKINS ACT
P.L. 98-524

I. PURPOSE (§400.1)

Assure that individuals who are inadequately served under vocational education programs are assured equal access to quality vocational education programs, especially--

(1) individuals who are disadvantaged

(2) individuals who are handicapped

II. DEFINITIONS (§400.4)

A. Handicapped "...individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education without special education assistance."

B. Disadvantaged "...individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered 'academically disadvantaged.' The definition does not include individuals with learning disabilities."

C. Economically Disadvantaged "...a family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the State Plan. A State must use one or more of the following standards as an indicator of low income:

(1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget.

(2) Eligibility for free or reduced-priced lunch.

(3) Eligibility for Aid to Families with Dependent Children or other public assistance programs.

(4) Receipt of a Pell Grant or comparable State program of need-based financial assistance.

(5) Eligibility for participation in programs assisted under Title II of the JTPA."

NOTE: The Department of Education determines the funding formulas, eligibility criteria, and standards of identification based upon the regulations of P.L. 98-524, but implemented <u>as written</u> in the State Plan.

III. USE OF FUNDS

A. <u>Handicapped</u> (§401.52)

(a) A State shall use funds reserved for handicapped individuals in accordance with §401.92(a) only for the federal share of expenditures that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for handicapped individuals to participate in vocational education.

(b) If handicapped students require a separate program, each State may use these funds only for the federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient.

B. <u>Disadvantaged</u> (§401.53)

(a)(1) A State shall use funds reserved for disadvantaged individuals in accordance with §401.92(b) only for the federal share of expenditures that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for disadvantaged individuals to participate in vocational education.

(a)(2) If disadvantaged students require a separate program, each State may use these funds only for the federal share of the costs of the services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient.

(b)(1) A State may use funds described in paragraph (a) of this section for--

(i) The improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals; and

(ii) Services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals.

(2) A State may also use funds described in paragraph (a) of this section for the acquisition of modern machinery and tools, but only for schools at which at least seventy-five percent of the students enrolled are economically disadvantaged.

IV. EQUAL ACCESS PROVISIONS (§401.101)

A. Each local educational agency that receives an allocation of funds under §401.95 and §401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade.

B. (1) Each local educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational program:

(i) An <u>assessment</u> of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs established under paragraph (b)(1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(2) Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b)(1) of this section.

APPENDIX B

Application Proposal Guidelines
for
Title II, Part A - Special Needs
of
P.L. 98-524

FY
Vermont State Department of Education
Adult and Vocational-Technical Education
Vocational Special Needs Project
Funded Through Allotments for Handicapped and Disadvantaged
Projects Under the Carl Perkins Vocational Education Act
(P.L. 98-524)

APPLICATION PROPOSAL

If your project has had a Project Improvement Plan developed and approved by the Special Needs Consultant, as a result of a Project Evaluation, include it within your application proposal.

Please limit narrative section to ten (10) pages (maximum).

I. TITLE PAGE

To act as a cover page (as shown in Addendum A).

II. INTRODUCTION

Project Overview to include the following:

A. Description of Project - Write a brief narrative description of your program and the special service provided to handicapped or disadvantaged students. Be sure that the specific purpose of your program is stated.

B. Statement of Project Need - State the specific need for this program to be funded. This statement should include specific background information and supporting data on students to be served such as: student testing, school records on student achievement summaries, sending school data on student needs, and other pertinent center-wide student data used to substantiate this statement of need.

Explain why students cannot succeed in the regular vocational programs without the proposed special support or additional services. Be factual and specific.

NOTE: If a special program for the disadvantaged or handicapped is being proposed, explain why students cannot be mainstreamed in a regular vocational education program.

III. PROJECT GOALS AND OBJECTIVES

A. State the specific goals which accurately identify what you want your program to accomplish in helping handicapped or disadvantaged students succeed in their vocational education program.

B. Under each goal statement, list objectives that will enable the implementation of each program goal.

In the preparation of objectives be sure to:

1. Write objectives in terms of the students and their ability to successfully complete a vocational education program.

2. Indicate the number of disadvantaged or handicapped to be instructed or served.

3. Clarify that if objectives are met, the problem described in the needs section would be solved or alleviated.

C. Proposal objectives should be: (1) specific, (2) observable, (3) measurable, and (4) target identified needs.

To develop these objectives, first review your rationale section. Are you addressing the problems and needs stated? Are you using the data you have presented under the needs assessment?

Once you have targeted the prior identified needs, be sure to write them in objective terms. Be sure to address the objectives in the evaluation section.

IV. PROJECT PROCEDURES

A. Describe the criteria used to determine student eligibility for your program (see definitions of P.L. 98-524, Appendix A).

B. Describe the procedures used to identify students in need of your program's services.

C. Describe criteria used to select students for participation in your program.

D. Describe what procedures are used and personnel involved in the planning for the individual program needs of handicapped or disadvantaged students enrolled in your program.

E. Present an action plan that will describe the specific activities that will be carried out during the year.

F. Explain how the supportive or additional services will help the students overcome their handicapped or disadvantaged condition so they may become successful in a regular vocational program. State how the additional help provided is over and above that provided a nonhandicapped or nondisadvantaged vocational student and is additional to that provided to handicapped and disadvantaged nonvocational students.

V. ANNUAL PROJECT EVALUATION

A. Project Planning: List the specific activities and methods that you plan to use to evaluate such areas as:

1. The extent to which the program is serving the target population you have identified.

2. The appropriateness of the criteria for selection of students to participate in the program.

3. The appropriateness of the program goals and objectives.

4. The continuing need for your program.

B. Project Operation: List specific activities and methods your program will use to evaluate the involvement of key parties in the program's operation (e.g., students, vocational faculty, program staff, administrators).

VI. Project Budget

A. Include a statement of assurance of an audit trail by the business office of the local education agency or institution.

B. Line item budget. Also include a separate accounting of any local matching dollars that are directly contributable to this project and are "excess costs" to the district.

C. Allowable expenses are: salaries and benefits, instructional materials and supplies, travel, limited indirect costs, and limited equipment.

Procedures for Handling the Proposal:

1. **Prepare two (2) copies of the proposal.**

2. **Submit the proposal with a covering letter to the Grants Control Desk of the Division of Adult and Vocational-Technical Education by (date).**

3. **Program approval will be announced by letter on or before (date).**

4. **Grant awards will be announced by letter on or before (date).**

(ADDENDUM A)

(leave blank)

File Number

(Title of Project)

Check one:

_____ Handicapped
_____ Disadvantaged

RESPONSIBLE INSTITUTION:	(Local school district or institution name and address)
PROJECT DIRECTOR:	(Name and title)
DURATION OF PROJECT:	(Beginning and ending dates)
TOTAL ESTIMATED COST:	(Dollar figure)
TOTAL FUNDS REQUESTED:	(Dollar figure)
DATE SUBMITTED:	(Month, day, year)

Submitted by: _____ _____
(type name and position of person signing as administrative officer of project) (date)

Approved: _____ _____
State Director of Vocational Education (date)

APPENDIX C

Guidelines for Vocational Assessment
of the
Disadvantaged and Handicapped
(Section 401.101)

GUIDELINES
FOR
VOCATIONAL ASSESSMENT
OF THE
DISADVANTAGED AND HANDICAPPED

Implementing Section 401.101 of the Regulation
of the Carl Perkins Act

Vermont Department of Education
Division of Adult & Vocational-Technical Education

I. REQUIREMENTS

Section 401.101 of the Regulations of the Carl Perkins Act defines the "equal access" provisions of the act that apply to handicapped and disadvantaged individuals. As part of these provisions, the Regulations require that each LEA shall provide to each handicapped or disadvantaged student who enrolls in a vocational education program:

> "...an assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program."

These assessments are done only after a special needs student enrolls in a vocational program.

II. PURPOSES

The purposes of the assessment include the following:

- screening (i.e., to identify disadvantaged students)
- verifying program placement as valid and realistic
- program planning (i.e., to identify remedial assistance needed by the student)
- monitoring individual progress
- evaluation of student's achievement in program

Assessment needs to be an ongoing process, initiated after a special needs student enrolls in a vocational program.

III. SCREENING

A. Handicapped Students

1. Definition

According to the regulations, handicapped students are "...individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

However, Vermont's Standards for Special Education of the Department of Education and P.L.94-142 will be followed for all handicapped students.

2. Procedures

Students who are handicapped have been identified by a basic staffing team and evaluated for eligibility by the home school before they enroll in a vocational education program. Consequently, an IEP will already be in place. If a student has not been previously identified as handicapped and there are indications that a handicapping condition might exist which affects performance in a vocational program, then a formalized referral should be directed to the special education coordinator of the home school for evaluation of the student and determination of eligibility for special education services.

B. Disadvantaged Students

1. Definition

According to federal regulations, disadvantaged students are "...individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, and individuals who are dropouts or who are identified as potential dropouts from secondary school. For the purpose of this definition, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged." The definition does not include individuals with learning disabilities."

Only academically disadvantaged students will be recognized for service by Vermont Special Needs Programs.

2. Procedures

Academically disadvantaged students must be identified based on one of the three criteria above. However, identification must be based on the ability of the student to succeed in a vocational education program.

Screening and identification needs to be related to the vocational program in which the student enrolls. Therefore, the following procedures are recommended:

a. Identify the minimal academic competencies (primarily language arts and mathematics) required for each vocational program.

b. Assess the student's performance in relation to vocational competencies using data from a standardized criterion-referenced instrument (e.g., Cornell Test of Basic Skills) and teacher-prepared tests. Criterion-referenced instruments are highly recommended. They are generally considered most valid since data must correlate with the minimal academic competencies required in each vocational program.

C. Determine those students who fail to attain minimal academic competencies as they relate to the vocational programs. An awareness of the minimal academic competencies needed for successful completion of each vocational program is required. This definition of academically disadvantaged should be used for screening and identification purposes.

D. Determine the students who are academically disadvantaged, and prioritize their needs. Students who may receive remedial assistance by the vocational special needs teacher are those who receive or are in danger of receiving grades of C or less in their vocational program. Included are those identified as potential dropouts based on grades and attendance (ref: Section III E.).

E. The definition of "academically disadvantaged" includes those students who have not met the Employability Competencies as outlined in Vermont's Vocational Education Act (i.e., S-154) and described in the approved career maps for each vocational program. Appropriate documentation needs to be kept to demonstrate the student's mastery of these competencies.

IV. Program Placement and Planning

The Regulations of the Carl Perkins Act require and assessment of interests, abilities, and special needs of individuals who are handicapped or disadvantaged with respect to successfully completing a vocational program. The following are recommended for each area:

A. Interests

1. Interview and counseling with student

2. Try out vocational classes

3. Shadowing in a vocational program

4. Interest inventories

B. Abilities

1. Direct observation of student in a vocational program by special needs teacher and/or vocational instructor

2. Administration of aptitude tests (e.g., Differential Aptitude Test, General Aptitude Test Battery, Armed Services Vocational Aptitude Battery)

3. Prior school records from previous courses, work experiences, etc.

C. Special Needs

1. Academic abilities through testing and grades

2. Behavioral observations

3. Prior school records

4. Interviews with student

5. Interviews with guidance counselors

All assessment information should be curriculum based in that a student should be assessed in relation to completing successfully a vocational program. Assessment instrumentation should be criterion-referenced, objective, and diagnostic to the greatest extent possible. Methodologies may include informal as well as formal means so long as an assessment process is planned, meets the needs of the student, and obtains the information required by the Regulations of the Carl Perkins Act.

D. Program Monitoring

Direct observation of student performance and product/process assessments relative to objectives set out in the IVEP or vocational plan of the student.

E. Program Evaluation

Review of performance of student (annual) with respect to: (1) expectations set out in the IVEP or vocational plan, (2) completion of program requirements, and (3) assisting in specifying instructional goals and objectives for the following year.

APPENDIX D

Guidelines for The "Equal Access" Provisions of Section 401.101(a) of the Carl Perkins Act (i.e., "Providing Information")

GUIDELINES

I. What are the Equal Access Provisions?

The "equal access" provisions of the Carl Perkins Act, Section 401.101(a) of the Regulations, states that:

"...Each local educational agency that receives an allocation of funds under Sections 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirement for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no case later than the beginning of the ninth grade."

Historically, this population and their parents believed not all vocational education programs were available to handicapped and disadvantaged students. This new requirement, therefore, is an attempt to inform parents and high school youths who are handicapped and disadvantaged that all vocational education programs are available to students, including students who need special accommodations.

These guidelines are intended to assist vocational directors with the development of local plan applications so that the above regulation relating to the provision of program information to handicapped and disadvantaged students may be met.

II. How Should Vocational Information be Disseminated to Disadvantaged/Handicapped Students?

Information about programs should be received by students and parents by January 1 of the ninth grade year.

A. Students should be given opportunities in grades 7, 8, or 9 to receive at least 200 minutes of "hands-on" vocational exploration and counseling activities. An opportunity to experience and explore vocational center programs prior to enrollment would encourage students to become interested in available programs. This experience might subsequently allow them to fully participate in appropriate vocational programs.

B. One or more of the following methods are among those also suggested:

1. Mailings to students and parents (absolute minimum).

2. Open houses for students and parents.

3. Readily available and accessible printed information.

4. Availability of vocational materials to be included in package received by student when a four-year high school plan is developed.

5. Opportunities for students to visit and experience a vocational program.

6. Information available at the annual IEP review in the 8th or 9th grade.

7. Assemblies.

8. Advertisements/notices in free local publications (e.g., weekly tabloids).

C. Mailings provide information but are not complete. An effective program for providing information should provide opportunities for students to see and experience what a vocational center is like, ask questions, and interact with staff on an individual or small group basis.

D. Follow-up student conferences with guidance counselors are highly recommended in the 10th grade so that schedules and program choices can be reviewed to determine if they are still accurate, valid, and appropriate before scheduling for 11th grade vocational programs.

NOTE: The local plan must describe the procedure(s) used to provide information to disadvantaged and handicapped students and their parents.

III. What Information is to be Included?

To insure realistic and useful information is received by parents and students, all of the following information about vocational programs must be included:

- Entry-level requirements and/or expectations.
- Time commitment expected.
- Opportunities available for employment.
- Opportunities available for post-secondary education.
- Availability of remedial and tutorial assistance.
- Availability of guidance and counseling.
- Assurance that handicapped and disadvantaged students can enroll and participate.

IV. Who Should Receive the Information?

A. Prospective students and their parents must receive relevant information concerning vocational programs with some assurance that it is received and understood.

1. Since it is not required and often extremely difficult to identify many disadvantaged students before they enroll in a vocational program, it is recommended that all prospective students and parents should receive the information.

2. Additional efforts should be made with students who have been previously identified as disadvantaged or handicapped to insure that information is received and understood by these students and their parents.

B. Special education coordinators should receive vocational information so that they are aware of the opportunities and requirements of vocational programs. Coordinators should assume responsibility to give the information to students identified as handicapped.

C. Guidance counselors from sending schools, middle schools, and elementary schools (i.e., those with grades 8 and 9) should also receive information about vocational programs in order to disseminate the information to potential vocational students.

NOTE: The local plan will include a listing of those people who will receive information about vocational programs.

V. Who will be Responsible to Provide the Information?

Each vocational center must identify the person(s) who will disseminate and provide information about vocational programs to disadvantaged and handicapped students. Recommendations of staff to fulfill this requirement would be:

- Vocational Guidance Coordinator
- Vocational Director
- Special Needs Teacher
- Special Education Administrator of host district

NOTE: The title(s) of that/those person(s) will be submitted with the local plan.

VI. What Is the Relationship with the Vermont Vocational Education Act (i.e., S-154)?

According to S-154, Section 1532(c)(4), the following shall be adopted by procedure or rule:

"...requirements for vocational centers to provide programs designed to acquaint prospective students with vocational courses of study."

Programs previously developed to meet the above should be fully utilized to help insure the provision of information for disadvantaged or handicapped students.

According to the State Board Procedures for Minimum Admission Requirements (Reference: Chapter 37, Section 1532(c)(2)):

"...Program Information is made available to students listing entry requirements, course or student requirements, employment opportunities available, and other information needed to assist the student in making an occupational and training decision."

It is apparent that disadvantaged or handicapped students would also receive any of the above program information developed by centers.

S-A-M-P-L-E #1

Notification of Opportunities Available in Vocational Education Via a Special Letter Mailed to Parents and Their Handicapped or Disadvantaged Child

The first sample is a special letter mailed only to these parents and their daughter or son. This letter invites parents and their child to review the enclosed handbooks, catalogs, brochures, and other materials which traditionally announce vocational opportunities at an area vocational-technical school, intermediate unit, and high school. Although not required, this letter explains the services and accommodations available to their handicapped/disadvantaged child.

* * * * * *

Dear Mr. and Mrs. Jones and Susan:

Your child will soon be asked to decide whether he or she would like to enroll in vocational education. Most vocational education programs prepare students to obtain entry-level job skills so that they will qualify for a job following high school graduation. Further training at a post-secondary education institution is also an option. Please take the time to read this important information and to discuss career goals and choices in vocational education with your daughter or son.

Enclosed are (leaflets, brochures, catalogs, handbooks) which describe a variety of vocational education programs available to your child at ABC Vo-Tech Center. Please note that there are eligibility requirements for entrance in some of these programs. Waivers to eligibility requirements can be granted to certain students.

We also assess a student's interests, abilities, and special needs and provide special accommodations and services in order to help him or her successfully complete a vocational education program. Our special services are designed so that a student will receive good training and will have an opportunity to lead a productive life after high school graduation.

If you have any questions, please feel free to call me. My telephone number is (123-456-7890).

Sincerely,

(Name)
(Title)

S-A-M-P-L-E #2

Notification of Opportunities Available in Vocational Education for Inclusion in High School Course Description Handbook

The second sample is for inclusion in a Vocational Course Description Handbook. It announces all vocational education programs, as well as the services and accommodations available to handicapped/disadvantaged students enrolled in vocational education. This sample notification goes beyond the requirement of the law and offers as much information as possible to all parents and all students.

Vocational Education Programs Available

Overview

All students will be asked to decide whether they would like to participate in vocational education at ABC Vo-Tech Center. Although the student may prefer to enroll in programs at Averagetown High School, it is strongly recommended that the student consider all vocational education opportunities available.

Because we believe that some students have special needs, each handicapped or disadvantaged student who enrolls in a vocational education program will be assessed in order to determine the student's interests, abilities, and special needs. If special needs are identified, special services and modifications will be made available so that the student can successfully complete his or her vocational education program. All vocational teachers, including teachers at ABC Vo-Tech Center, are informed on an annual basis of any modifications or special services to be provided to the handicapped or disadvantaged student enrolled in vocational education. IEPs (Individualized Education Programs) for handicapped students enrolled in these programs will reflect annual goals of the respective vocational program.

Parents of handicapped or disadvantaged students are urged to contact Averagetown High School if there are questions concerning assessment, special services, and enrollment in vocational education. Please contact: (name, address, and telephone number).

Description of Programs

*Enrollment in business education, home economics, and agriculture programs, as described in this handbook (page #, #, #), is unlimited. These programs are available to all students, including disadvantaged and handicapped students.

-over-

*Enrollment in programs at ABC Vo-Tech Center, as described in this handbook, is limited to any student who has completed tenth grade, including students who are handicapped or disadvantaged. Enrollment is limited to the district's annual allotment of openings and to those students who meet eligibility criteria for entrance into ABC Vo-Tech Center. This handbook includes an explanation of the eligibility requirements (see page #). Waivers of the eligibility requirements can be granted to disadvantaged and handicapped students at the discretion of the student's multidisciplinary team and/or school counselor in coordination with a representative from ABC Vo-Tech Center. In the event there are insufficient openings available to qualified applicants, handicapped and disadvantaged applicants will be subject to the same nondiscriminatory selection procedures as all other applicants.

S-A-M-P-L-E #3

Notification of Opportunities Available in Vocational Education
Via Attachment to Ninth Grade Course Selection Sheet
Disseminated During the Last Semester to Eighth Grade Students
Who are Handicapped and Disadvantaged

The third sample, a "bare-bones" approach, is a letter to be attached (stapled) to course selection sheets disseminated during the last semester to only eighth grade handicapped and disadvantaged students. It merely lists all vocational education programs and, if applicable, the eligibility criteria for each program.

* * * * * *

Dear Parent:

Your child will soon be asked to decide whether he or she would like to enroll in vocational education. Most vocational education programs prepare students to obtain entry-level job skills so that they will qualify for a job following high school graduation. Further training at a post-secondary education institution is also an option. Please take the time to read this important information and to discuss career goals and choices in vocational education with your daughter or son.

Below is a list of vocational education opportunities at ABC Vo-Tech Center and the requirements for entrance into these programs. Thank you for taking the time to review this information with your daughter or son. If you have any questions, please call (name, title, and telephone number).

* * * * * *

Vocational Education Programs	Eligibility Requirements (If Applicable)

* * * * * *